

GUIDELINES FOR APPLICANTS FOR CALIFORNIA LIBRARY LITERACY SERVICE PARTICIPATION

Contents:

- A. Background on the CLLS
- B. General Information
- C. Conditions of Awards
- D. Instructions and forms for Applicants

May 2000

A. BACKGROUND INFORMATION ON THE CALIFORNIA LIBRARY LITERACY SERVICE

The California Literacy Campaign (CLC) began in 1984 with funds under Title I of the Library Services and Construction Act (LSCA). An amendment to the state budget introduced by State Assembly Member Tom Bates and signed by Governor George Deukmejian in 1984 established the CLC as a public library service under the California Library Services Act (CLSA), administered by the California Library Services Board (CLSB). On January 1, 1999, the CLSB became the Library of California Board (LCB).

The California Library Literacy Service (CLLS) was created as Chapter 1095 of the California Statutes of 1990. The bill was known as AB 3381, introduced in the State Assembly by Assembly Member Bill Baker (R), and co-authored by Senator David Roberti (D) in the State Senate. This addition of Article 4.2 (commencing with Section 18733) to Chapter 4 of Part II of the Education Code amended the California Library Services Act.

Initial grants are awarded to public libraries upon approval of voluntary applications. During an establishment period of five years a transition takes place from State to local responsibility. With the enactment of the California Library Literacy Service Act, the State for the first time was permitted to provide matching funds beyond the establishment period. A dollar-for-dollar match is authorized, but only to the extent that funds are available after providing for those libraries still in their first five years of funding and new programs started.

In 1988 the Families For Literacy (FFL) program began as a separate CLSA activity linking adult literacy services with public library children's services. FFL funds are awarded through a separate application process.

A clear and distinct philosophy has evolved during the development of the CLC as California's public libraries have responded to the needs of their underserved populations. Much of this distinctive approach to adult literacy development was codified in the CLLS Act.

Those who cannot read are deprived of access to the services public libraries offer to all people. The CLLS aims to remove the barrier of illiteracy. The CLLS delivers highly-personalized adult literacy instruction primarily by trained volunteers. The CLLS focuses on out-of-school youth and adults for English language literacy instruction.

"English language literacy instruction" refers to instruction in reading and writing for people who speak but cannot read and write English. The emphasis is on "literacy" rather than the prerequisite conversational use of English. This contrasts to "English as a Second Language," which requires separate and specialized training for tutors and is not funded under the CLLS Act. ESL historically has been more readily available than basic literacy services through other organizations in California. The CLLS works to complement ESL and the literacy activities of other organizations through cooperative relationships at the State and local level.

Initial State funding is based on a written application that includes a Plan of Service and Budget. Subsequent State

funding is formula-driven and requires approval by the State Librarian of annual Plan of Service and Budget documents.

Program and financial reports are submitted to the State Library semi-annually.

The CLLS encourages a learner-centered approach to adult literacy development. A wide range of materials and instructional methods is found among the participating libraries. New approaches to literacy development have grown out of CLC practice and are implemented along with more familiar methods.

Consultation and technical assistance is provided to library literacy programs by the California State Library.

Local CLLS programs receive learners and tutors from many sources. They include self-referral, adult basic education in local education agencies, health and human service agencies, employment development agencies, local volunteer services, and other governmental and nongovernmental organizations whose clientele need literacy services or can serve as volunteers for literacy.

Local CLLS programs provide referrals to such programs as adult basic education, English as a Second Language, other literacy programs (e.g. Laubach Literacy Action and Literacy Volunteers of America) and agencies providing ancillary services including health, legal and counseling.

Broadcast and print media public relations and publicity activities are developed by local programs and regional networks of library programs working together. Many local programs exchange newsletters. State specialists consult by e-mail, fax, correspondence, telephone, and site visits. Local programs are encouraged to participate in regional collaborative networks.

The principle challenges local library literacy services address are as follows:

- < Recruitment of adult learners and tutors
- < Training of volunteers and paid staff
- < Matching and support of tutors and learners
- < Introducing and reinforcing basic family literacy concepts
- < Instructional support
- < Coalition building
- < Development of new reader support groups
- < Communications for literacy awareness and recruitment
- < Planning and evaluation
- < Resource development, including local funding during the sixth and subsequent years

B. GENERAL INFORMATION

1. **Administration.** The California Library Services Act (CLSA) is administered by the Library of California Board (LCB). The California State Librarian serves as Chief Executive Officer of the LCB. Funds are awarded to local California Library Literacy Service (CLLS) programs by the Chief Executive Officer in accordance with eligibility and fund allocation policies determined by the LCB. Citizen input and advice on the state program are provided to the Library of California Board.
2. **Eligibility.** California public libraries are eligible to apply for CLSA Literacy program financial assistance for the California Library Literacy Service.
3. **Period of State Financial Assistance.**

California Library Literacy Service programs are initiated with State funds to establish a new and ongoing public library service. Full funding is provided with State funds during the first three years so that a track record can be established. The library literacy service should be highly visible and greatly valued by the local community so that by the fourth year the local public library jurisdiction will be prepared to accept increasing responsibility for funding as the program is transitioned from State to local ownership.

ESTABLISHMENT PERIOD

The law specifies a five year financial assistance plan for the support of CLLS programs as the establishment period for local library literacy services. The percentage of CLSA approved annual operating budget to be provided each year is as follows:

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
75%	100%	100%	75%	50%

New CLLS applicants are eligible for fund allocations based on the five year formula outlined above. In planning for the initial budget, it is important to develop an annual budget large enough to become well established during the first three years when the State contribution is high, but not so large as to be beyond the means of locally developed resources during the transition to local funding during years four and five, and beyond.

MATCHING FUNDS PROGRAM - Sixth and Subsequent years

The law also provides for ongoing State funding for local CLLS programs on a matching basis after completion of the five-year establishment period. The law **authorizes** a maximum of a 100% State match of private and local public funds committed by a public library for the purposes of the CLLS. The **actual** percentage of match is determined each year by dividing unapportioned funds among qualifying established CLLS libraries in a manner that reflects relative degree of local funding.

In 1990/91 (the year the matching program began) the match was \$1 of State to approximately \$9 of local funds. The match ratio in 1999/2000 was \$1 of State to \$4.37 in local funding. An ongoing priority of the LCB is to achieve a State appropriation sufficient to provide the full \$1 for \$1 State to local match.

4. Target Populations. Undereducated adults in the United States have been divided into four broad groupings, characterized as follows:

Group 1: people "who share most fully the values of the dominant cultural group within the U.S."; dropped out of school for personal reasons (to marry, support the family, tired of school); learn on their own or through occasional classes; generally employed; families and others around them usually finished high school, are upwardly mobile. They tend to be "embarrassed by not having a high school diploma and find this the most significant barrier to self-esteem and job advancement." They can succeed in most GED (high school equivalency) programs and are not so afraid of learning in a classroom situation. The California Library Literacy Service generally addresses the needs of this group by means of referrals to GED or other local educational services.

Group 2: people having "far more serious educational deficiencies"; left school earlier than Group 1 types, some can't read or write at all; socialize in groups in which literacy is assumed; spouses may be literate; jobs may require more reading skills than they possess; live in constant fear that their illiteracy will be discovered; often can be reached through intensive recruitment campaigns; "overcoming their difficulties causes such dramatic changes in their personal lives that they speak of the change almost as though it were a religious conversion." Many of the CLLS's adult learners are within this group.

Group 3: people for whom reading is one of many major problems; live in inner-city or rural poverty areas; most left school because they were failing academically; if they do try Adult Basic Education programs, often they fail again; job-training programs are more attractive to them than traditional schooling; some persevere, hoping for a change to their situation. **Serving this population is a high priority for the CLLS.**

Group 4: generally hopeless about their future--"having largely given up believing that anything they can do will make a difference in their overall situations; out of sight and mind of the cultural majority; feel powerless, trapped." This is the most challenging group to reach and serve.

5. Key Areas of Program Planning. The strategies and activities involved in reaching the above target populations and building and sustaining an effective program ordinarily involve the following nine program components:

- a. Recruiting - activities to recruit the following:
 - 1) people who want to improve their literacy skills
 - 2) people who want to tutor
 - 3) people who can raise public awareness and support program efforts
- b. Training - activities to prepare library staff, literacy program staff, trainers, tutors, adult learners, and community coalition and neighborhood partners for literacy service
- c. Matching - activities to match needs and people resources, such as matching tutors with adult learners, and coalition participants with tasks
- d. Instruction - activities to provide adult literacy instruction, usually through volunteer one-on-one or small group tutoring

- e. Tutor/learner/family support - activities to support the adult learner-centered instructional process, and to encourage literacy activities within the family
- f. Coalition building - activities to build working partnerships and alliances with literacy service providers, human services agencies, service groups, and local decision-makers to raise awareness of the need for a more literate community
- g. Communications - activities to use radio, TV, print media, public speaking, and related activities to publicize and promote the literacy program in the community
- h. Planning and evaluation - activities to assess the results and effectiveness of services and activities in achieving program goals and objectives
- i. Resource development - activities for sustaining and enhancing financial and human resources at the local level to insure operation of the program in the years ahead

6. What the Program is NOT or does not pay for:

- a. English as a Second Language (ESL) and advanced adult basic education (ABE) -

The California Library Literacy Service has focused its attention on adults and out-of-school youth who speak English but do not possess the most basic literacy skills. That is not because English as a second language and more advanced basic education are not important, but because most services for undereducated adults now offered in California are for intermediate and advanced basic education levels, and are predominantly utilized by speakers of other languages. The CLLS has developed a niche that complements these more traditional services.

While the greatest numbers of Californians who cannot read and write attended American schools, they tend not to respond to opportunities for a second chance. This is often because of negative school experiences, which have left them doubtful of their ability to learn. The CLLS offers a new opportunity, and utilizes special recruitment efforts to make itself known to this largely-neglected segment of the population. The CLLS relates to the ESL and adult basic education/ GED services of public schools, community colleges, volunteer literacy programs and others by referring appropriate people to them, and working together to plan for comprehensive services for all who need them.

- b. Library Materials and Equipment during **CLLS** years 2-5 -

The policy of the LCB is to approve budget requests for needed library materials and equipment only in the first year of a local program's establishment period and in the matching-funds program of the sixth and subsequent years.

7. Resource Development. State financial support is structured to transition responsibility to the local library jurisdiction over a five-year period. Commitment to local resource development is an integral part of the literacy program and should be included in planning from the beginning of a local literacy service.

C. CONDITIONS OF AWARD

1. Financial. Separate accounting must be maintained for each program to ensure responsible program management and the ability to submit timely and accurate financial reports. Financial and program records must be retained by CLLS funding recipients for a period of four years after the fiscal year in which the funds were granted.
2. Approved Plan of Service/Budget Request. The State Librarian's award letter is the official notice of approval. Conditions in the letter are binding and must be followed in the implementation and conduct of the program. The letter includes the approved budget which must be the basis for all financial expenditure reports.

A financial claim form is provided with the Plan of Service/Budget package to assure expeditious payment to approved programs. **The applicant must sign and submit this form (CLSA 47.lit) with the Application/Plan of Service/Budget. The Amount Claimed should be left blank**, since the award may be different from the amount requested. The amount will be entered by the State Library upon approval by the State Librarian.

Payment of the award to approved programs during the establishment period is made in two parts of approximately 50% each. The first payment is initiated at the time of notice of the award by the signed claim form and usually reaches the awardee within six weeks of the award letter. The second payment usually reaches the awardee in January. Those in the matching funds program receive a single payment, usually in January.

3. Earning interest. Recipients are encouraged to deposit CLLS grant funds in interest-bearing accounts wherever possible, with the understanding that interest earned on CLSA monies will be used for the purposes of the CLLS Act.
4. Salary increases. Salary increases for program staff members should be anticipated and included in budget planning.
5. Budget adjustments of CLLS funds. Recipients may wish to respond to unforeseen developments by adjusting the amounts allocated to approved budget categories within the literacy program (e.g. shifting funds from Personnel to Operations). Changes from one major budget category to another must be authorized in writing by the State Library, using a Budget Change Request form (BCR-53.CLC). Changes may be made within Operations without written approval, unless the change has major program impact. It is our hope that all reporting will be done online, beginning with the mid-year report. However, detailed reporting forms and instructions can be requested from the State Library.
6. Carryover and continuation. **Carryover of year end unobligated CLSA funds is not permitted**. Requests to use unexpended or unobligated CLSA funds beyond the approved time period of the program as a no cost extension, will not be considered.
7. Personal memberships and travel. Use of CLSA funds for personal membership in organizations is not permitted. Use of funds for out-of-state travel is not permitted, except for routine neighboring state meetings

needed to carry out approved program objectives.

8. Credit line. Print or media publications of and information released about CLSA-funded activities must credit the California Library Services Act. An appropriate statement for a publication is:

"This publication was supported in whole or in part by the State of California under the provisions of the California Library Services Act, administered by the Library of California Board."

As appropriate this disclaimer should be added:

"The opinions expressed herein do not necessarily reflect the position or policy of the Library of California Board or the California State Library and no official endorsement by those agencies should be inferred."

This credit line on Program publicity and products is important to all concerned in fostering State support for CLSA services.

9. Reporting and statistics. Assessing the progress of the program assists in its management at local and state levels. Semi-annual reporting to the State Library is required of all programs. The State Library is currently testing a web-based program for approved literacy programs to report online, beginning with the mid-year report. Reporting forms and instructions also may be requested from the State Library. Mid-year reports are due by July 31 and Final Reports are due January 31. Approval of financial claims and their subsequent disbursement will depend upon timely submission of required reports. Local libraries may not be considered for CLLS grants if reports are delinquent from previous grant awards.
10. Requirements and attachments. State regulations require submission of documents, some with original signatures, in prescribed quantities. Failure to provide the items or copies called for by the required deadlines can delay processing of or invalidate an Application/Plan of Service/Budget.
11. Audits. The State Library may audit a program at any time. If a local audit is performed, under contract or by the program's jurisdiction, a copy must be sent to the State Library.

FORMS AND INSTRUCTIONS
FOR
YEAR ONE
CLLS LITERACY APPLICATION

D. INSTRUCTIONS AND FORMS FOR APPLICANTS

1. Plan of Service Narrative (CLSA-46). Organized as responses to 16 questions, the narrative describes how your program will operate, including how you plan to recruit and train tutors, recruit and support learners, relate to other community organizations, and assure the ongoing development of your adult literacy service. While brevity is appreciated, include as many pages as you feel are needed to answer each question.
2. Budget Request (FM-46APP.PG2). Planned expenditures from both CLSA and other sources to implement the Plan of Service. The "other" contribution may be small or nonexistent in year one, but should increase over the five-year establishment period to transition from State-to-local funding. Changes may be made during the program year through "Budget Change Requests" (BCR-53.CLC) which will be sent after funds have been awarded.
3. Application Abstract (FM-46APP.PG1.) This document presents a one page summary of some of the key elements of your plan and serves as the cover sheet for the completed application.
4. Indirect Cost Detail. No forms are provided for this requirement. If your jurisdiction charges for administration of grants, and you are requesting CLSA funds to pay for all or a portion of them, attach a description of the services covered by the indirect costs (e.g., accounting, personnel, etc.) and the method of indirect cost allocation (e.g., % of specified budget items).
5. Job Descriptions. Attach a job description for each position you plan to employ in your literacy program. Short term specialist staff (e.g., tutor trainers, public relations specialist) employed under personal services contracts need not be included.

ASSEMBLE THE COMPLETED DOCUMENTS IN THE FOLLOWING ORDER:

- 1) Application Abstract (FM46-APP.PG1)
- 2) Budget Request (FM-46APP.PG2)
- 3) Indirect Cost Detail [if no indirect costs are budgeted for CLSA funds you may omit]
- 4) Plan of Service Narrative (CLSA-46)
- 5) Job Descriptions
- 6) Letters of support or other evidence of community involvement
- 7) Claim Form (CLSA 47.lit) **with original signature only** (amount to be filled in by CSL)

*****BE SURE BUDGET REQUEST FORM IS SIGNED BY LIBRARY DIRECTOR*****

Submit original and two copies by first class mail to:

**California State Library
Budgets/Local Assistance, Literacy**

**P.O. Box 942837
Sacramento, CA 94237-0001**

New applicants are encouraged to consult with Carole Talan, Literacy Programs Coordinator, while developing Plans of Service and Budget Requests. She can be reached at 916-653-8032.

PLAN OF SERVICE NARRATIVE

Type or print the answer to each question. Use as many pages as necessary to be concise but thorough.

- 1.** Describe the general characteristics of the **population** within your library jurisdiction in relation to the literacy services you plan to offer.

What are the key **demographic** factors (e.g., age, gender, ethnicity, socio-economic and educational levels)? How do these characteristics **vary in different neighborhoods or communities** within your library jurisdiction? What is your estimate of the size of the adult population **needing literacy services** in your jurisdiction?

Please attach a map of your jurisdiction that assists in understanding your response.

- 2.** Describe your **library's** literacy activities, current or past (e.g., existing library literacy service, relationship with other California Literacy Campaign programs, LSCA Title VI grants, etc.)
- 3.** Describe **community's** current literacy activities (e.g., Laubach Literacy (LLA) Councils, Literacy Volunteers of America (LVA) affiliates, Adult Basic Education (ABE), Community College literacy programs, community based organizations, etc.).
- 4.** What **special role** will your library literacy service play among the literacy service providers of your community?
- 5.** Is there a community **adult literacy coalition** within your library jurisdiction? If "yes", describe how your literacy program will participate. If "no", describe how your library will assist in establishing one.
- 6.** Describe the **library and community sites** you plan to use for program activities (e.g., tutoring, tutor training, program administration, alliance activities, resource center, etc.) and discuss the rationale for your choices.
- 7.** How do you plan to develop **library staff awareness and involvement** in the development of your literacy service?

(over)

CLSA-46

PLAN OF SERVICE NARRATIVE (continued)

8. Describe how you plan to transition from **primary financial support** of your literacy service from **CLSA** in years 1-3, to increasingly **local** funding during years 4 and 5, and to the matching program in the sixth and subsequent years.
9. What will be the key sources of **referral of learners to** your literacy service? (e.g., self-referral, adult basic education in local education agencies, health and human service agencies, employment development agencies, local volunteer services, or other governmental and nongovernmental organizations.
10. What other means of **learner recruitment** do you plan?
11. What agencies are available for **ancillary services** to adult learners? (for example, health, legal, counseling, employment). How do you intend to relate to these services?
12. Describe the **instructional strategies and materials** you plan to use. Discuss these plans in relation to the population you intend to reach and the sites you plan to use.
13. Describe how you plan to **train tutors**. Include (to the extent known) specific techniques, length of pre-service workshops, and names of prospective tutor trainers.
14. How many tutors do you intend to recruit, train and match with adult learners in the initial year?
15. Provide a time line of tutor-training workshops you plan to offer in the initial year.
16. What other plans do you have for your literacy service that were not elicited by the above questions?

CLSA CLLS PROGRAM BUDGET REQUEST INSTRUCTIONS

Explanation of Lines 1 through 6

1. **Personnel** - Enter here the amount to be expended for salaries and benefits for all literacy program personnel employed directly by the library. Short term staff employed under personal services contracts should be included under operating expenses (Line 3a).
2. **Library Materials** - Enter here the amount to be expended for the library's general collection to support the California Library Literacy Service (Note the distinction of "Library Materials" from "Instructional Resources," under "Operations").

These may include:

- a) Collection for new readers' instruction.
- b) Collection for professional development of staff.
- c) Collection about literacy for public awareness.

NOTE: CLSA expenditures for Library Materials are allowable only during the FIRST FISCAL year of a literacy program's establishment period.

3. **Operations** - Enter the total operating expenses to be incurred by the literacy program. Enter the breakdown per line item as follows:
 - a) Contract services - Short term staff employed under personal services contracts.
 - b) Travel - Expenditures made to support travel expenses incurred by personnel performing services for the program (CLSA funds may not be used for out-of-state travel).
 - c) Office supplies.
 - d) Printing - Duplicating, photocopying and printing costs.

- e) Instructional Resources - Materials used in regular instructional activity, often retained by instructors and learners (not to include materials acquired for the library's circulating or reference collection, which are "Library Materials").
- f) Communications - Phone, fax, e-mail, postage, and other communications expenses.
- g) Other - All other operating expenses incurred by the program which do not fit into the above six categories from 3a to 3f (normally there will not be "other" expenses).

For each column, sum lines 3a through 3g down the page and place totals on line 3, "Operations."

(over)

CLSA CLLS PROGRAM BUDGET REQUEST (continued)

4. **Equipment** - Long-term, depreciable items that are not part of the annual operating budget.

NOTE: CLSA expenditures for Equipment are allowable only during the FIRST FISCAL year of a literacy program's establishment period.

5. **Indirect** - Enter any indirect costs or fiscal agent fees charged to the literacy program during the budget year. If you plan to use CLSA funds for indirect costs, you must attach a separate sheet describing exactly which services are provided to the literacy program in exchange for the indirect costs/fiscal agent fees and how charges are allocated. Such services generally include customary charges for payroll processing, accounting, space, utilities, etc., as designated by city or county administration.
6. **Total** - For each column, sum lines 1 through 5 down the page (don't include 3a-3g in the total).

Explanation of Columns a through c

- a. **Total CLSA Budget Request** - Enter the CLSA budget request for the categories listed above. Also indicate expenses for operations (a-g) as provided.
- b. **Other Budget** - Enter all the Other funds to be budgeted and used to support the literacy program. This column includes cash on hand from all other sources at start of fiscal year, cash received during each subsequent quarter and cash you are certain to receive and budget for this fiscal year.

Reporting these will not reduce the amount of funds you are eligible to receive under the CLSA Literacy Program. Do not include in-kind resources here, see separate sheet for estimating in-kind contributions. This information is essential in developing a true picture of overall program cost. Include funds allocated by the library jurisdiction for direct support of literacy services.

- c. **Total Yearly Budget** - Add the Total CLSA budget (column a) to Other funds (column b).

CLSA Program Budget Request for California Library Literacy Service Programs
Year 1 Application
Fiscal Year _____

Name of Library

Library Director Signature

Date

Budget Categories	(a) CLSA Budget Request	(b) Other Budget	(c) Total Estimated Yearly Budget (a + b)	Approved CLSA Budget (Completed by CSL) _____ Dr. Kevin Starr
1. Personnel (Inc. Benefits)				
2. Library Materials				
3. Operations Total (3a-3g)				
3a. Contract Services				
3b. Travel				
3c. Office Supplies				

3d. Printing				
3e. Instructional Resources				
3f. Communications				
3g. Other				
4. Equipment				
5. Indirect				
6. TOTAL				

FM-46APP.PG2

INSTRUCTIONS FOR CLLS APPLICATION ABSTRACT (FM-46APP.PG1)

Complete all information for the Abstract in the space provided. Use standard size type for legibility. Do not write in margins. Do not add additional pages or attachments.

1. **Applicant.** Enter full legal name of applicant library.
2. **Address.** Enter street address, mailing address if different, city and ZIP code of applicant.
3. **Contact.** Enter name of person responsible for this Application who may be contacted for information about it. This contact person need not be the intended literacy coordinator or the library director.
4. **Phone.** Enter telephone number with area code of program contact person.
5. **Districts.** Enter the number(s) of the California Assembly and Senate Electoral Districts in which program activities will be conducted.
6. **# of FTE.** Enter the number of full-time-equivalent positions you plan to operate your literacy service.
7. **Principal Outcomes.**

Identify principle outcome goals you intend to accomplish with respect to the following service indicators:

Number of adult learners to be served
Number of tutors to be trained
Number of library branches to be included

8. **Proposed Literacy Program Budget.**

Enter your CLSA Request, any other revenues you plan to use for your literacy service in year one, and the total literacy budget.

9. **Signature.** The Library Director indicates by signing here that the application is consistent with the California Library Literacy Service Act.

10. **Date.** Enter the date of signature by the Library Director.

**CLSA California Library Literacy Service
Year 1 Application
Fiscal Year _____**

APPLICATION ABSTRACT

1. Library Name: _____

2. Address: _____

3. Contact
Person: _____

4. Telephone No.: _____

5. Electoral District(s): Assembly: _____

State Senate: _____

6. # of FTE in literacy program: _____

7. Principal Outcomes: **Goals**

a) Number of adult learners to be served _____

- b) Number of tutors to be trained _____
- c) Number of library branches to be included _____

8. Proposed Program Operating Budget: CLSA Request: \$ _____

Other Revenues: \$ _____

TOTAL \$ _____

9. I hereby apply for funds under Chapter 4, Article 4.2, of the Education Code:

Signature _____
Library Director

10. Date: _____

FM-46APP.P1

**State of California
California Library Services Act
CLAIM FORM
Special Services
California Library Literacy Service
(Educ. Code Sec. 18733)**

The _____ claims the indicated allowance for the purposes of carrying out the functions stated in Chapter 4, Article 4.2, Section 18733 of the Education Code and California Library Services Act document CLSA46.

I hereby certify under penalty of perjury: that the library named above shall use their allowance solely for the purposes indicated in Chapter 4, Article 4.2, Section 18733 of the Education Code and California Library Services Act document CLSA46.

Library Director (signature)

Typed Name of Signatory

CLAIM FOR PAYMENT OF GRANT

Claim of _____
Name of Authorized Library

Address _____

Date _____

Amount Claimed:

CLSA Literacy \$_____State Library Budget Office Use Only
PCA# 91937

CERTIFICATION

I hereby certify under penalty of perjury: that I am the duly authorized officer of the claimant herein; that claim is in all true, correct and in accordance with law and that payment has not previously been received for the amount claimed herein.

By _____
Official Representative of Fiscal Agent Title

Note: Warrant to be issued for payment to the library to be addressed to:

(Authorized agency to receive, disburse and account for CLSA funds)

(Address of above agency)

Approval by the State

CLSA47.lit

STATE LIBRARY BUDGET OFFICE/
LOCAL ASSISTANCE
BY: _____
DATE: _____